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ABSTRACT

This report summarizes the projects undertaken by the National Education Association (NEA) in their efforts to help teachers commemorate the Bicentennial. The report begins with a copy of the NEA Declaration of Interdependence and a listing of the Cardinal Principles of Education. Various project descriptions follow. NEA's Pan-Pacific Bicentennial Satellite experiment consists of monthly satellite radio conferences between teachers in Appalachia and teachers in Papua, New Guinea; New Zealand; Saipan; the Fiji Islands; Honolulu, Hawaii; and Fairbanks and Anchorage, Alaska. A special collection of peace studies curriculum materials was assembled for display at meetings and conferences. A Dorros Award which will be presented yearly to two educational organizations that have made a significant contribution to the concept of the global community was established. Other projects include the Global Teacher's Meeting Program through which teachers from nine countries will exchange ideas with American teachers during a three month visit to the United States; a survey of the roles and attitudes of women in education; an educational film festival; and an international exhibit of teacher's art and photography. (Author/RM)

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A Declaration of Interdependence:

Education for a Global Community

A Summary Report of the NEA Bicentennial Program

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Published by the National Education Association
June 26, 1976

Declaration of Interdependence

We the people, facing a world crisis, realize the imperative to reaffirm the truths that differences of age, color and belief are natural; that diverse groups, institutions and ideas should be viewed as stimulating elements for the creative development of all; and that to generate unity in diversity is the responsibility and challenge before women and men of every nation.

We therefore urge all to join in cooperative action —

- To inspire, release and coordinate our human and material resources;
- To nurture the will to live and thereby rescue the future from the angry condemnation of the past;
- To champion the uniqueness of the person, human dignity and universal rights;
- To develop a real sense of interdependence based on reciprocity;
- To assist other institutions in our society in working toward greater understanding of global problems;
- To insure that all factors of life are returned to balance, for the health and good of all;
- To strive together to discourage hostility, elusiveness and brute aggressiveness;
- To foster an enlightening synthesis through education, planning, human encounter and service.

Being sisters and brothers of a common origin, no longer sufficient unto ourselves, we hereby declare the supreme value of Interdependence as the door to our survival and fulfillment — for we the people shall kindle the torch of hope, shall link hands over the earth.

AUG

A Declaration of Interdependence:

Education for a Global Community

A Summary Report of the NEA Bicentennial Program

nea

Published by the National Education Association
June 26, 1976

Foreword

For all its complexity, there are but two ways to deal with the future: as a passive or an active being. We can simply let the future happen and adjust our actions accordingly, or we can create and control it. Two hundred years ago, the drafters of the Declaration of Independence chose the latter. Today, we, drafters of a Declaration of Interdependence, also have made the decision to take an active role in shaping the future.

It's a risky step to take. Decisions that were made in what is now our history have had an impact on every phase of life today. When the signers of the Declaration of Independence committed this country to the belief that "all men are created equal" it was a commitment that has been felt by every generation of Americans since and will be felt by all those yet to be born. Its meaning has changed many times in those 200 years, but its impact has not. When we break with the past or take even a small step toward a new idea for the future, we are on totally untried ground. The risk for ourselves and our responsibilities to future generations are awesome. It is with this sobering awareness that we set about to change the course of American education for the twenty-first century by embracing the ideals of global community, the equality and interdependence of all peoples and nations, and education as a tool to bring about world peace.

The NEA Bicentennial is a forward-looking celebration. When the NEA Bicentennial Committee was established in 1972, it was charged with developing a "living commemoration of the principles of the American Revolution." The initial work of the Committee culminated in the *NEA Bicentennial Ideabook*, which outlined many projects NEA hoped to undertake in the Bicentennial decade and suggested ways teachers might commemorate the Bicentennial in the classroom.

There were two major parts to the plans described in the *Ideabook*. One was the reframing of the Seven Cardinal Principles of Education. Plans for reporting this project in full are included in the brief description printed on pages 4 and 5. The other part of the *Ideabook* plans consisted of many different projects. The results of these are reported on the following pages. A project recognizing the contributions of women to education, added to the Bicentennial program after the *Ideabook* was printed, is reported in a separate publication.

The projects represent a good start, a positive step toward the future. It is imperative, however, that we not let this innovative spirit die with the passing of the Bicentennial. Educators at all levels must continue to take a hand in shaping the future. It's not really such a new idea. After all, in a very real sense, that's what American education has been all about for 200 years.

The NEA Bicentennial projects could not have taken place without the commitment, dedication, and hard work of many people. We particularly recognize and appreciate the contributions made by members of the **NEA Bicentennial Committee**: David Almada, Thomas G. Bush, Charles Juancito, Thomas Santesteban, Pauline Yamashita and Edith Swanson; Special Consultants: Betty Reardon, Elizabeth Bouey Yates, John D. Sullivan, Braulio Alonso, and Harold E. Wigren. Coordinator: Janice M. Colbert. **The Subcommittees on**: the *Essay Contest*—Thomas J. Pisa, Thomas Fulton, Ruby J. Gainer, Richard Robinson, Joan Tillery, Buena Vista Banks, Howard P. Banks, Anna Mary Lyle, Steve P. Hale, Beth Hurdle, Educational Press Association of America, Jack R. Gillespie, Judith Nadell, Linda Mather, and Kathleen Stevens; *Peace Studies*—Susan Carpenter, Arnold Durfee, Kevin Marion, William Nesbitt, Terrayne Crawford, Al Post; *The My America Contest*—Marjorie D. Carter, Joseph F. D'Andrea, Gene R. Duckworth, Thomas A. Santesteban, George Ebner, Col. Oran K. Henderson, Lt. Governor Ernest P. Kline, and Spiro & Associates; *Cardinal Premises*—Geraldine Bagby, Terrell Bell, Louise Berman, Luvern Cunningham, John B. Davis, Jr., William Ellena, John I. Goodlad, L. D. Haskew, Terry Herndon, Robert Lipscomb, Wilma Longstreet, Alvin D. Loving, Father John Meyers, Helen D. Wise, Wilson Riles, Harold Shane, B. Othanel Smith, Theodore Sizer, Charles M. Plummer, Bert Mogin, Walter Graves; *International Film Festival*—Anna L. Hyer; *Financial Support*—Institute for World Order, Reader's Digest Foundation, American Cyanamid Company, Atlantic Richfield Company, and Department of State; *Bicentennial Ideabook*—Arnold Durfee, Hazel White, Bruce Wyckoff, John Washington, Clarence Walker; *Friendship Night*—Thomas G. Bush and VeNona Johnson; and special thanks to Dorothea M. Davis and Clara Randolph, NEA Bicentennial Office, NEA Publishing, NEA Research, NEA Archives, and NEA Instruction and Professional Development.

We also want to thank the following people for their assistance in the preparation of this report: Vita Pariente, writer/editor, Blue Pencil Group; Tom Gladden, designer. Photo Credits: Charli; Joe DiDio; Carolyn Salisbury.

Helen D. Wise **James A. Harris**

Cochairpersons, NEA Bicentennial Committee

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The Cardinal Principles of Education Recast for the Twenty-First Century

The seven cardinal principles of education were drafted by NEA nearly 60 years ago.

Before space flights and satellite communications.

Before Lindberg flew the Atlantic or women had the right to vote.

Though they have been reviewed and modified during those six decades, no significant changes have been made until now. As a major part of the NEA Bicentennial program, the Bicentennial Committee proposed to reframe the cardinal principles to meet the educational requirements of the present—and more importantly—the future.

A Pre-Planning Committee set up guidelines with Harold Shane, project coordinator. The work of Dr. Shane and his staff will be published in two forms. First, another look at the seven principles will be published as an insert in the September-October, 1976, *Today's Education*. Then, NEA Publishing has tentative plans to produce an expanded version, containing detailed background information about the proposed, revised, cardinal principles.

To gather ideas about the twenty-first century, the Project Pre-Planning Committee selected prominent people from the U. S. and abroad to be interviewed. Among the 50-some whose views were recorded were Norman Cousins, Jonas Salk, Helen D. Wise, David Rockefeller, Norman Lear, Patsy Mink, and Studs Terkel. In addition, 95 high school students were interviewed. The interviewees were asked what they thought the future would be like, what skills people would need to adapt to it, and how they would assess the seven cardinal principles of (a) health, (b) command of fundamental processes, (c) worthy home membership, (d) vocation, (e) civic education, (f) worthy use of leisure, and (g) ethical character.

Distilling 85 Hours of Taped Interviews

The information from the interviews was sorted into three basic categories: (a) forces or developments that will shape the twenty-first century (interviewees mentioned greater complexity, accelerated rate of social change, pressures to achieve greater equity, governmental debt, etc.); (b) what the world of the next century will be like (increased crowding and hunger, the twilight of the carbon age); and (c) guidelines for approaching the future. Working from the interview information, cardinal *premises*—not principles—were developed.

"Change is avalanching upon our heads and most people are grotesquely unprepared to cope with it." — Alvin Toffler, Future Shock

A "Sneak Preview" of the Cardinal Premises

The cardinal premises are ideas to be explored. Several general themes permeate the 28 cardinal premises. To present a brief description, a sampling of the ideas are grouped here into categories.

- *Global community.* Stressing our relationship as a nation to the other nations of the world and our responsibilities as human beings to the biosphere. Recognizing the concepts of multiethnic, multicultural, and multilingual education in pluralistic societies.
- *Flexibility.* A key word for the future. Preparing students not for just one, but rather for a series of vocations. Stressing basics and transprofessional skills. Teaching problem-solving techniques rather than rote learning. Acknowledging that *what* a student learns is more important than *how* he or she learns it.
- *Education is a lifelong process, a "seamless curriculum."* Extended learning. Education for preschoolers and mature (over 30) and senior (over 60) citizens.
- *Personalized—not individualized—learning.* Eliminating grade-level delineation. Making the "hidden curriculum" of attitude, comment, and actions of teachers and school systems more positive. Tempering the use of technology and teaching machines with humane values. Building self-direction on the part of students.
- *Absolute moral and ethical values.* Getting rid of relativism, the notion that there is no "right" or "wrong."

Overarching all the ideas expressed in the cardinal premises is one master premise, one complex theme for education in today's and tomorrow's world:

> Whenever it is feasible, and with due recognition for the learners' differences in maturity, instruction should reflect five strategies:
>
> - Creating in learners an in-depth knowledge of *realities.*
> - Developing awareness of *alternative solutions* to problems.
> - Exploring the importance of the *consequences* associated with each alternative solution.
> - Cultivating the insights and understandings that support wise *choices* among alternatives.
> - Stressing the fortitude, the skills, and the information that are necessary for *implementation.*

Teacher-to-Teacher Communications; The NEA's Pan-Pacific Bicentennial Satellite Experiment

The part of NEA's observance of our nation's 200th birthday that most clearly belongs to the world of the future is the series of international two-way teleconferences by satellite that NEA is conducting. Known as the NEA's Pan-Pacific Satellite Seminars, these monthly satellite radio conferences provide for interaction between teachers in Appalachia (Huntsville, Alabama; Cumberland, Maryland; Norton, Virginia; Campbell County, Tennessee; Lexington, Kentucky; and Fredonia, New York) and teachers at widely separated points on our planet (Papua, New Guinea; New Zealand; Saipan; the Fiji Islands; Honolulu, Hawaii; Fairbanks and Anchorage, Alaska). A total of 20 sites in the Pacific, Alaskan, and Appalachian areas are included in the demonstration. Modern satellite technology has made the global community of NEA's Bicentennial theme a part of today's world.

The experiment is a cooperative endeavor between the NEA, the National Aeronautics and Space Administration, the Appalachian Regional Commission, the Public Service Satellite Consortium, the Alaska Broadcasting Commission, and the Pan-Pacific Education and Communication Experiment by Satellite (PEACESAT).

Because of a technological breakthrough accomplished for the NEA by two agencies, NASA and the Public Service Satellite Consortium, the satellite signal travels a distance of some 90,000 miles in each direction to make this experiment possible. The breakthrough consists of the ability to interconnect two satellites — the ATS-1 satellite over the Pacific Ocean and the ATS-3 satellite over South America — by switching the signal from one to the other at a midpoint location (Denver) which can "see" both satellites. The signal thus travels, for example, from Fredonia up to ATS-3 (a distance of 22,300 miles) and down to Denver (another 22,300 miles), then up to ATS-1 (22,300 miles) and down to Saipan (22,300 more miles), and vice versa. The accompanying diagram illustrates the sequence.

Colleagues From Around the World

These satellite conferences are designed to facilitate a two-way exchange of ideas on teaching strategies and

classroom practices between teachers in areas far removed from one another. A new kind of community is thereby created — one based on mutual interests and concerns rather than geography. Via satellite, teachers in Appalachia are able to keep in touch with far-distant peers who have problems and concerns that seem at first to be totally unlike their own but which turn out to be quite similar as the series progresses. In reality, teachers are finding that they have much to learn from one another regardless of where they teach. The net result is a teacher-center-of-the-air-concept wherein practicing teachers determine the content of their own professional development. And teachers plan, implement, and evaluate what takes place. Topics have included, among others, such subjects as teacher evaluation, governance of the teaching profession, new developments in inservice education worldwide, metric education, successful strategies for teaching in rural areas, diagnosing learning disabilities, insights gained in working with culturally different learners within the classroom setting, and the teaching of values in the classroom.

Usually one-and-a-half hours in length, programs are chaired by a different moderator for each program — one time a teacher from Saipan, another time a teacher from Fairbanks or Honolulu, and another time a teacher from Campbell County, Tennessee, or Huntsville, Alabama. Each program also has at least one resource person chosen by participants for expertise in the subject area to be discussed. Again, resource persons also are located at different sites on the network.

The series incorporates four other features: (a) A system-wide planning session via satellite with all stations before the series begins; (b) Discussion questions sent to each station in advance of each program along with articles or reprints from current periodicals as background material for the discussions; (c) Audiotapes made of each discussion for future reference and for sharing with any station which is not able to participate on a given program; and (d) Monthly satellite signal checks made with each station on the network during the two days immediately preceding each program in an effort to eliminate technical difficulties which may occur.

Two-Way Communication by Satellite: A Growing Necessity

The inclusion of Pacific stations in the NEA series has been made possible through the cooperation of NASA which furnishes the satellite time without cost, and of the PEACESAT project in the Pacific which operates the satellite network for educational institutions in twelve countries in the Pacific Basin. The NEA's Pan-Pacific project — like PEACESAT whose earth terminals the NEA uses in the Pacific — differs in several important ways from the more sophisticated commercial satellite systems which have been planned and developed for business, industrial, and military purposes. The PEACESAT system is an arrangement of communications technology for information sharing that is flexible enough to permit conferencing among many locations over great distances. It serves purposes for which communications systems presently available were not designed to serve. NASA's ATS-1 satellite becomes the central relay point linking small ground terminals which can be located flexibly as determined by needs. The PEACESAT system is built around two-way transmissions between all points, relatively low-cost ground terminals, flexibility and portability of equipment, local origination of program materials rather than centrally-produced materials, and operation of equipment by lay personnel with a minimum of technical training. These are all requirements that education will one day need when an educational public service satellite becomes a reality.

An understanding of modern communications must go beyond the outdated vertical model, the one-way concept of flow of information from leaders to citizens. Whereas most commercial and public satellite systems are designed for passive viewing and are by their very nature an extension of the printing press, the PEACESAT system is a giant party line interconnecting teachers at many locations, something not possible under present one-way television. Communication flow should be seen as a multilevel process: a process wherein one can not only communicate to many (as in present-day television and radio) but also one to one, many to one, or many to many. Among most peoples and in most countries there is an innate need for media which can offer a wide diversification of opinions and viewpoints. Media of communications can offer one possible means for establishing a "horizontal dialogue" between peoples within and throughout our various societies — people-to-people communications — so sorely lacking at the present time. This is precisely what the satellite network NEA now uses — unsophisticated as it may be when compared to highly developed commercial systems — is able to accomplish!

Why Should the NEA Be Involved in Satellite Communications?

The NEA needs to be involved in satellite developments for several reasons:

- To give teachers a leadership role in determining how satellites will be used in education and in projecting education's future requirements for satellite space. These decisions should be made by teachers rather than by industry or government agencies.
- To gain experience *now* in using satellite communications as a delivery system for the Association's programs nationwide, especially for its members in remote, isolated areas of the United States. Nationwide commercial domestic satellite systems are presently entering service as they are individually approved by the Federal Communications Commission. The Association needs to use these systems in its information dissemination program to teachers and the general public.
- To lay the foundation for a global communications system for education, enabling teacher associations throughout the world to share resources and develop common strategies for the solution of global educational problems.
- To guarantee that this newest technology is used for constructive purposes in enhancing and respecting the cultures and rights of all peoples of the world.

The Peace Studies Exposition

In keeping with the NEA's Bicentennial theme "Education for a Global Community," a selection of peace studies curriculum materials has been assembled for display at the 1976 NEA Annual Meeting in Miami Beach and at the meetings of the World Confederation of Organizations of the Teaching Professions in Washington later this summer.

Operating under a grant from the Institute for World Order, the NEA Bicentennial Committee surveyed educators throughout the world to locate books, games, study guides, films, and other teaching aids which focus on the problems underlying confrontation and on the means for their resolution.

In their survey letter, Committee Cochairpersons Helen D. Wise and James A. Harris stated, "The theme . . . reflects at once the spirit of that revolution which sought to assure basic human rights and the spirit of our own age in which we seek not only assurance of human rights for all peoples, but also a true and lasting peace."

The definition of peace as a "social-political situation characterized by a high level of justice and a low level of violence" encompasses such topics as Human Rights, Race Relations, Intergroup Violence and Nonviolent Conflict, World Poverty and Resource Sharing, Arms Control and many more. Materials which address these subjects in various media for classroom use, at the kindergarten through university levels, were reviewed by a select committee of peace educators. Although NEA does not officially endorse any of the materials, those accepted for display were chosen for highest quality of production, accuracy of content, and teaching effectiveness.

Through the Peace Studies Exposition, the NEA hopes to dramatize the urgency of teaching for peace in the global community at all educational levels, particularly in the institutions where future teachers are trained. The exhibit was intended to make educators aware of the resources available and to encourage their more widespread use.

A similar display at the 1975 NEA Annual Meeting received considerable acclaim. The 1976 exhibit, enlarged to international scope, is expected to reach an even larger audience.

The teaching aids are currently available from their originating sources, but the Peace Studies Committee has planned to establish a central clearinghouse through which the materials may be ordered.

Delegates examine curriculum materials displayed at the Peace Exposition held at the 1975 NEA Annual Meeting in Los Angeles. A similar exposition, with the addition of international materials, will be held at the 1976 Annual Meeting.

Sidney Dorros (left) and John Ryor, NEA president, examine miniatures of the NEA Peace Trophy (foreground) which was unveiled at the spring 1976 meeting of the NEA Board of Directors.

The NEA Peace Trophy—Dorros Award: Recognizing Organizations that Work for Global Understanding

This summer, the NEA will present the first NEA Peace Trophy—Dorros Award, established by the NEA Bicentennial Committee. The award honors two educational organizations that have been judged by a panel of leading educators to have made the most significant contribution to the "global community" concept.

The award is named for Sidney Dorros, the original staff consultant to the NEA Bicentennial Committee, who retired in 1973. It was because of Dr. Dorros that the committee decided to adopt the "global community" theme.

The purposes of the NEA Peace Trophy—Dorros Award are:

- To serve as an inspiration to all peoples in our quest for peace on earth
- To serve as a model for today's youth by which they can lead the world into the next hundred years
- To give international recognition to education associations for programs that promote global interdependence
- To offer tangible evidence of educators' dedication to the principles of the American Revolution
- To help strengthen human relations so the world's peoples can be united in a true world community
- To help chart the course for world survival based on a global partnership
- To recognize the positive forces in the world working for the goal of global interdependence

The Trophies

The original NEA Peace Trophy—Dorros Award will be placed on permanent display at the NEA Headquarters Building and appropriately engraved with the name of each year's recipients.

Miniatures of the trophy will be presented on two occasions this year. The award to the winning NEA state affiliate will be made at the NEA Annual Meeting, June 29, 1976, in Miami Beach. The presentation of the award to the winning affiliate of the World Confederation of Organizations of the Teaching Professions will take place in August 1976 in Washington, D.C.

Winners of the NEA Bicentennial Essay Contest

In honor of the Bicentennial, Reader's Digest Foundation sponsored an essay contest open to all NEA members. Essays were to be developed from one of four themes: (a) The Interdependence of All Peoples; (b) The Principles of the American Revolution as Guidelines for Human Relationships; (c) The Interdependent Global Community of the Next One Hundred Years; (d) Globalizing the School Curriculum.

The judges looked for both content and style when they rated each entry. The Educational Press Association of America, in the persons of Jack Gillespie, Judith Nadell, Linda Mather, and Kathleen Stevens, did the initial screening. The judges of the finalists were:

Buena Vista Banks, Washington, D.C.
Howard P. Banks, Washington, D.C.
Thomas Fulton, Midwest City, Oklahoma
Ruby J. Gainer, Pensacola, Florida
Steve P. Hale, S. Murray, Utah
Beth Hurdle, Richmond, Virginia
Anna Mary Lyle, Topeka, Kansas
Thomas J. Pisa, Buffalo, New York
Richard Robinson, Jr., New York City
Joan Tillery, Washington, D.C.

Their task — to pick the winners among hundreds of fine entries — was no easy one. Here are their selections:

First place

First prize and an award of $1,000 goes to Julia Moore Rackleff, an English teacher, at Will Rogers High School, Tulsa, Oklahoma. Her winning essay, which developed the theme of The Interdependence of All Peoples, is printed on the following pages.

Second place

Second prize and an award of $500 goes to James D. Creasy, social studies teacher at Center High School, Kansas City, Missouri. His essay, "Leadership for Liberty: The Essence of the American Revolutionary Tradition," was developed on the theme The Principles of the American Revolution as Guidelines for Human Relationships. He described incidents in the lives of five Founding Fathers to point out the traits of character that made them leaders. He then noted examples of these same traits in Americans of today.

Third place

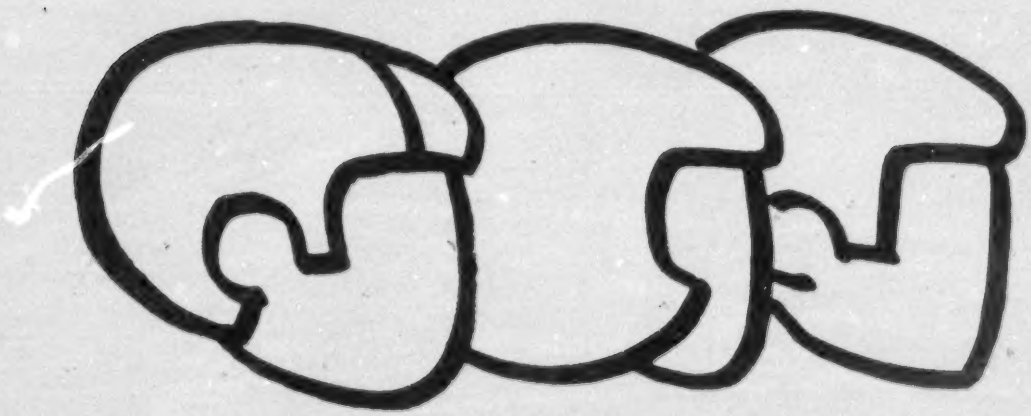
Third prize and an award of $300 goes to Ruby L. Abbott, a teacher at Hanahan Middle School, Hanahan, South Carolina. Her essay used the theme as its title, "The Interdependence of All Peoples." She found in three major world problems — food scarcity, population explosion, and the threat of nuclear war — the inescapability of interdependence and the challenge to Americans.

The three top winners have been invited to the 1976 Annual Meeting for the award presentation.

Honorable Mention

Ten essays received honorable mention and an award of $100 each. The winners are:

1. Walter L. Maughan, teacher, Pleasant Grove, Utah
2. Dorothy H. Nelson, English teacher, Saddle River, New Jersey
3. Eleanor Barnes Murray, guidance counselor, Belvidere, Tennessee
4. Richard B. Sirvint, teacher, South Hadley, Massachusetts
5. Monica L. Josten, teacher, South Milwaukee, Wisconsin
6. Daniel E. Thoren, assistant professor of government, Egg Harbor, New Jersey
7. Roberta Ann Holiday, teacher, Fort Worth, Texas
8. Kathryn C. Moore, teacher, Alexandria, Virginia
9. Timothy M. Challman, French teacher, South Branch, New Jersey
10. Harvey M. Sletten, teacher, Fort Ransom, North Dakota



First Prize in NEA Bicentennial Essay Contest

The Isle of Man:
A Piece of the Continent, A Part of the Main

by Julia Moore Rackleff

The Psalmist asks, "What is man that thou art mindful of him?" Bronowski answers, "Ask an impertinent question and you are on your way to a pertinent answer." (1)

In spite of the realization that all information is imperfect and absolute knowledge nonexistent, man continues his relentless search for answers about himself and his society. The search is as old as written records, and the literary road to pertinency is paved with varied and contradictory answers:

> What a piece of work is a man!
> How noble in reason! how
> infinite in faculty! in form
> and moving how express and admirable!
> in action how like an angel! in
> apprehension how like a god! the
> beauty of the world, the paragon
> of animals! (2)

Carlyle sees man somewhat differently:

> A foolish baby, strives and frets,
> Demanding all, deserving nothing.
> One small grave is all he gets. (3)

These conflicting views of Shakespeare and Carlyle are reconciled in Emerson's analysis: "Whilst the world is dual, so is every one of its parts. The same dualism underlies the nature and condition of man." (4)

Thornton Wilder confirms this dualism in his "Our Town" picture of man as a "social-solitary." (5) Jane Crofut is a grain of sand, a highly significant, self-sufficient individual. Jane is also a tremendously important isthmian link to the Crofut farm, the farm community, the neighboring city, the county, state, nation, continent, hemisphere, earth, galaxy, and Mind of God. She is an island of self-sufficiency and a continent of social concern, the kind of social concern that manifests itself every day wherever human beings are found. (A recent example was the 2:00 a.m. discovery of a 14-month-old child abandoned in a Tulsa laundromat. News stories drew immediate response from concerned citizens. If all such stories were published, the world's largest library could not contain them.)

Social though he is, man is also solitary. The truth of "No man is an island" (6) is only half-truth. From birth to death man struggles to stand alone, to do things for himself in his own way. The poet sees the struggle beginning even before birth: "In the dark, defiant even now, it tugs and moans to be untangled from these mother's bones." (7) The baby detests the confines of the crib. He wants to sit up, pull up, stand up, walk without his mother's hand. As an eight-year-old, who has

lost none of his distaste for restrictions, he listens patiently to his mother's explanation of a nation's birthday and answers, "I'll be glad when I get my independence." The passing of years will dim his sight, but not his love of independence. The octogenarian's greatest desire is to remain financially, physically, and mentally able to stay in his own little house and supply his own needs until he dies.

Equally strong in man is the desire for companionship, for communication, for loving and being loved, for acceptance by and contribution to society. Even in his fight for individuality he maintains a profound concern for others, a concern which he promotes with missionary zeal. Like a highway circuit rider who has exchanged his horse for a "camper," he uses many methods in his attempts to convert the nonbeliever. His bumper sticker pleads, "Even goat herders need love"; his tape deck croons, "People who need people are the luckiest people in the world"; and his lapel pin admonishes, "Have a good day and pass it on."

Although most of his hours are spent in social activities, man must reserve some time for solitude, for solitude is the breeding ground of dreams, and without dreams people cannot survive. On every hand, for good or ill, we see the social impact of the solitary dreamer: Henry Ford dreamed and the world tries to untangle the snarls of bumper-to-bumper traffic; Alexander Graham Bell called, "Watson, come here," and circuits are jammed with holiday greeters who accept seriously the admonition to "Stay awhile, stay awhile"; Marconi produced wireless telegraphy and housewives ignore Bell's telephone if it interrupts "As the World Turns." Lindbergh dreamed and Parisians greeted a hero; Lincoln dreamed and the Emancipation Proclamation broke the chains of slavery; Patrick Henry dreamed and a nation celebrates its bicentennial birthday.

As fresh water must have inflow and outflow, so must man have the solitary inflow of strength and inspiration and the social outflow of communication and service. No individual and no group is too small or too primitive for significant societal contributions. When the designer in a remote area of Chile planned his sawdust stove, he had no idea that an energy crisis would cause those serendipitous plans to be given world-wide distribution by a member of the United States Peace Corps. (8) In an analysis of her linguistic work in South America, Elizabeth Elliot describes an aloof, primitive Ecuadoran tribe whose exports have invaded the lives of practically every citizen in the United States:

> In the forest that lies deep between the western cordillera of the Andes and the Pacific Ocean, there is a small tribe of Indians called the Colorados. The country is Ecuador. Of the nine tribes that live there the Colorados are by far the most colorful. Their name means *red* in Spanish and they are painted from head to toe. Although I lived among them less than a year, I remember them — the color, the music, the gaiety of their lives which I tried in my way to invade. Some of them are wealthy; they export bananas, and *achiote* for the coloring of margarine. (9)

From the solitary Colorados has come the social invasion of *achiote*, one of the most commonly used products in American homes. The word itself may someday be a part of American English because the language, although basically Anglo-Saxon, consists of borrowings from every group of people with whom Americans have come in contact. The young teacher who boasts, "I didn't study foreign language in college because good old American English is good enough for me," reveals ignorance of her own language. In the simple statement of patriotic fervor, she has used borrowings from many people in many parts of the world. The user of American English cannot even identify himself chronologically without a combination of ancient literatures and languages. Wednesday, December 6, 1975 A.D. — *Wodnes daeg* (Woden's day), *decem mona* (tenth moon) *sixth daeg*, 1975 *anno Domini* (in the year of the Lord). If "the past is a bucket of ashes," (10) man must treasure those ashes as an indispensable part of himself — and himself as an equally indispensable part of them.

Attempts to strengthen and preserve the grains of sand on the mainland may, at times, seem destructive and divisive. Integrated, tee-shirted "Black is beautiful" and "Custer had it coming" high-school students listen with English-Irish-Scotch-Polish-Americans to an office memo:

> Please fill out in the spaces provided below the numbers of students who fall in the racial category as indicated:
>
> A. American Indian
> B. Negro
> C. Oriental
> D. Spanish American
> E. All Others
>
> Note: It is essentially the student's choice how he wishes to be classified. Example: If a student is only ¼ Indian or wishes to be classified as an Indian, please classify him as an Indian. (11)

The class questioning begins: "Can you say you're an Indian even though you are not?" "Why would anyone want to say he's something when he's not?" "If you're counting oppressed minorities, why don't you ask about Jewish students?" "When are you going to ask about Scotch-Irish-Americans?"

As the bell sends puzzled students from homeroom to first-hour classes, the teacher ponders the effectiveness of today's "togetherness." She recalls the ancient Sanskrit admonition, "Walk together, talk together, all ye peoples of the earth. Then and only then shall ye know peace." In her mind's eye she sees the astronautical view of the earth — a tiny ball whirling in space. She hears the strains of a childhood hymn, "Black or yellow, red or white, they are precious in His sight." Perhaps today's plowing is a necessary part of tomorrow's cornucopia. *E Pluribus Unum* — one out of many — each important in his own right — alike and yet unique. Perhaps today's adventure in diversity will be tomorrow's singular and united strength.

After her flight to the Orient, Anne Morrow Lindbergh was unable to present her originally planned picture of continental Russia because her backward glance revealed islands rather than a continent:

> The whole machinery of the "common" stores and the (government owned) "commercial" stores was tremendously interesting. But if I were to write all those facts down as my impressions of Kamchatka, I would still have missed the point completely. I would have left out the most significant and real impression that remains with me.
>
> . . . When I think of Russia now, I think of the two women in Karaginski smiling over my baby's picture, of the men tipping back their chairs and laughing at our crossing the date line. I think of my quiet-humored little friend the curator saying to me, "When you write your book, please send it to me." I think of people and not of ideas and plans and organizations. Certainly I have no modern answer to give when I am asked, "I hear you've been to Russia — what do you think of it?" I can only protest childishly, "It isn't *It;* it' [sic] *Them,* and I like them." (12)

Although man spends a lifetime trying to achieve and maintain his independence, he is most happy in his associations with other people. He wants to share with other human beings his joys, his sorrows, his time, his money, his thoughts. Anne Lindbergh saw Russia as individuals rather than as a race or a country because she could not interact with a race or a country; she could interact only with individuals within that race or country. Only with another human being could she share the joy of a mother-child relationship or the humor of a date line.

The baby wants his mother to release his hand so that he can move toward another baby; the eight-year-old wants the freedom to go at will to find another eight-year-old, and the octogenarian wants to share his own little house with his octogenarian friends.

What is man that thou art mindful of him? A paragon of god-like apprehension? A foolish, fretful baby? A solitary-social who believes that people who need people are indeed fortunate!

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(2) William Shakespeare, *Hamlet,* II, ii, 317 ff. Dallas: Ginn and Co., 1962.

(3) Thomas Carlyle, "Cui Bono," Stanza 3. In *Familiar Quotations,* John Bartlett (editor). Boston: Little, Brown and Co., 1955. P. 476b.

(4) Ralph W. Emerson, "Compensation," *Representative Selections.* Atlanta: American Book Co., 1934. P. 117.

(5) Jacob Bronowski. "The Long Childhood," concluding lecture *The Ascent of Man.* Public Broadcasting System Channel 11. Tulsa, Oklahoma, December 16, 1976.

(6) John Donne, "Meditation xvii," In *College Prep Reader,* Louis Glorfield and Edmund Th mas (editors). New York: Harper and Row, 1965. P. 186.

(7) Genevieve Taggard, "With Child." In *Modern American Poetry,* Louis Untermeyer (editor). New York: Harcourt, Brace and Co., 1942. P. 559.

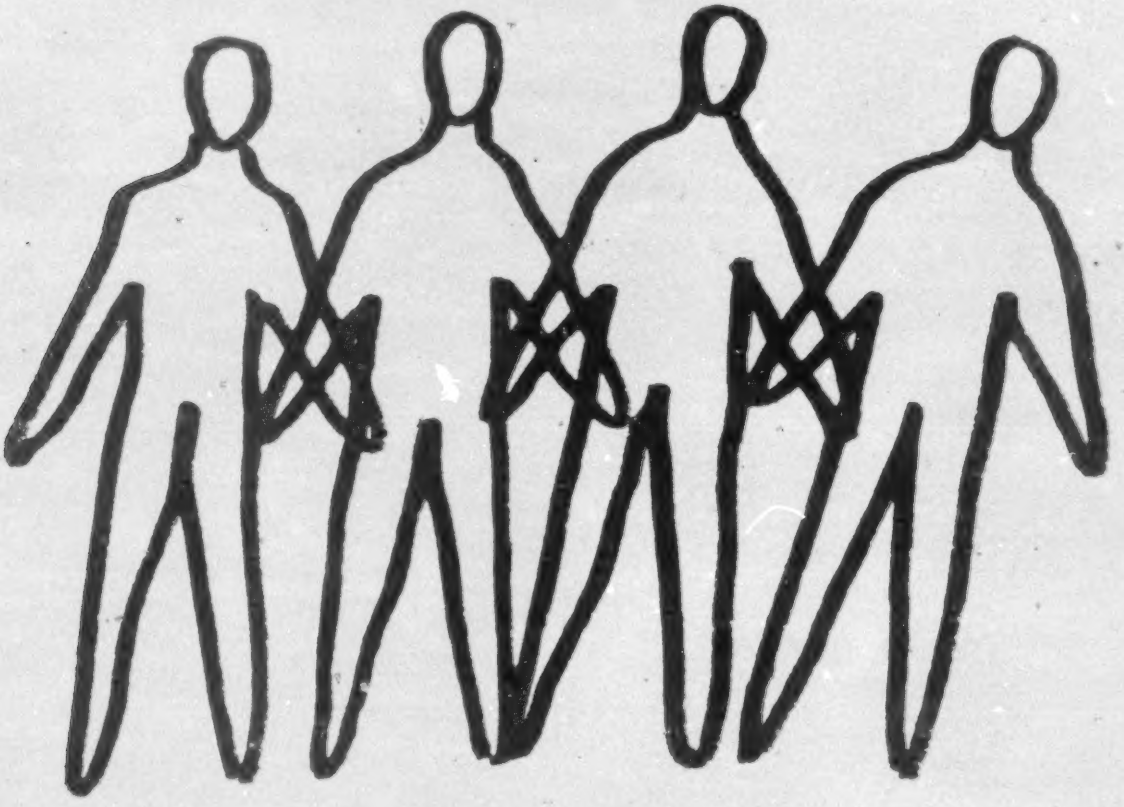
(8) "Farm Report," U. S. Department of Agriculture, KOTV, Channel 6, Tulsa, Oklahoma, October 19, 1975.

(9) Elizabeth Elliot, *These Strange Ashes.* New York: Harper and Row, 1975. Pp. 10, 49.

(10) Carl Sandburg, "The Past Is a Bucket of Ashes." In *Modern American Poetry,* Louis Untermeyer (editor). New York: Harcourt, Brace and Co., 1942. Pp. 240-242.

(11) Memorandum. Will Rogers High School, Tulsa, Oklahoma, September 5, 1975.

(12) Anne Morrow Lindbergh, *North to the Orient.* New York: Harcourt, Brace and Co., 1935. Pp. 146-147.



NEA Bicentennial Cochairpersons Helen D. Wise and James A. Harris present the Bicentennial Commemorative Plaque to President Gerald R. Ford in a White House ceremony. The NEA medallion design is shown in bold relief on the plaque. It will be displayed, with other Bicentennial Presidential gifts, in a permanent exhibit at the National Visitor Center, Union Station, Washington, D.C.

The Official NEA Bicentennial Medallion

In recognition of the Bicentennial, NEA commissioned the creation of a unique and enduring symbol of its Bicentennial efforts: a medallion created by artist Frank Eliscu, designer of the Heisman Trophy and the recent Presidential and Vice-Presidential Official Inaugural Medals.

A Fitting Design

The obverse of the medallion depicts a gentle yet firm hand, indicating concern for education. A hand large enough to carry the responsibilities for creating a global community. Within the hand rest three elements symbolizing the united teaching profession: the first letter of the ancient Greek word for education, an arrow for the future, and a spherical triangle to represent the mutually supportive work of local, state, and national programs.

The reverse side of the medallion states the NEA Bicentennial theme, "A Declaration of Interdependence: Education for a Global Community." This is minted in high relief and superimposed on the globe, a mirror treatment of the globe on the opposite face.

A Limited Edition

The medallion is being issued in two precious metal editions: a 2½" diameter bronze edition at $12.50 each, and a 2½" diameter .999 silver edition at $90.00. Only 1000 silver medallions will be issued.

"To Honor the Past . . . To Celebrate the Future"

The NEA's projects for celebrating the Bicentennial are varied and creative. The American Revolution Bicentennial Administration has called the NEA projects the "most far-reaching and most comprehensive program received by the ARBA." This medallion celebrates the spirit of that program.

State Winners of the Special Bicentennial Award

The Special Bicentennial Award program was created to honor persons who have made significant contributions to the NEA Bicentennial theme, "A Declaration of Interdependence: Education for a Global Community."

Each participating state bestowed one award; all residents of the state were eligible. The scope of the individual's work—local community, state-wide, national, or international—was not a factor. What was most important in the selection was the individual's contribution to the global community concept.

Listed below are some of those who will receive the official Bicentennial Medallion and a specially designed certificate at the 1976 NEA Annual Meeting. (Because of early printing deadlines for this booklet, late winners are not listed.) NEA Directors will accept the award for recipients unable to attend.

ALABAMA
James A. Smith, principal, Carver Junior High School, Dothan, Alabama

ARIZONA
Sue Creswell, teacher and president, Mesa Education Association, Mesa, Arizona

CALIFORNIA
Judy Robertson, teacher, Turner Elementary School, Antioch, California

CONNECTICUT
Gerald Hadelman, manager, Hardee's Restaurant, Derby, Connecticut

DISTRICT OF COLUMBIA
Marion M. Murphy, English teacher, Cardozo High School, Washington, D.C.

HAWAII
Shigeru Hotoke, music teacher, Kailua High School, Hawaii

INDIANA
Birch Bayh, Jr., U. S. Senator, State of Indiana

IOWA
Doris Jungmann, parent, Saydel School District, Iowa

KANSAS
Karl Menninger, psychiatrist and Chairman of the Board, The Menninger Foundation, Topeka, Kansas

MAINE
Geneva Kirk, social studies teacher, Lewiston High School, Lewiston, Maine

MARYLAND
Thomas G. Bush, educational specialist, Baltimore City Public Schools, Baltimore

MICHIGAN
Gene R. Duckworth, speech teacher, Delta College, Mt. Pleasant, Michigan

MINNESOTA
Rudy Perpich, Lieutenant Governor, State of Minnesota

MONTANA
Mike Mansfield, U. S. Senator, State of Montana

NEW JERSEY
Frederick L. Hipp, executive director, New Jersey Education Association, Trenton

PENNSYLVANIA
Joseph F. D'Andrea, president, Pennsylvania State Education Association, (Spanish teacher, on leave), Coraopolis, Pennsylvania

TENNESSEE
Andrew D. Holt, president emeritus, University of Tennessee, Knoxville

TEXAS
Cliff Anthes, independent contractor, El Paso

UTAH
Beatrice Jessop Carroll, retired, Kaysville, Utah

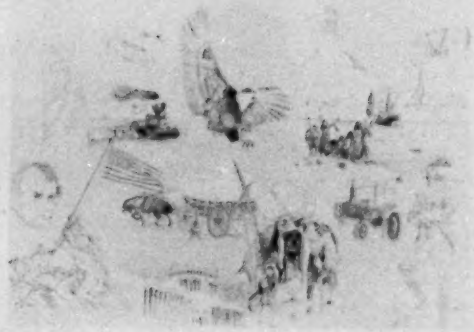
VERMONT
Stephen Freeman, professor, Middlebury College, Middlebury, Vermont

VIRGINIA
William Robertson, director, United States Peace Corps, Nairobi, Kenya, Africa

WEST VIRGINIA
Phares E. Reeder, executive emeritus, West Virginia Education Association, Dunbar, West Virginia

by Sherry Hamadi, Missouri.

by Scott Lowell Jackson, Wisconsin.



by Ricky Zimmerman, Iowa.

Pupils Interpret "My America"

Tens of thousands of entries were produced by schoolchildren from the 50 states, the District of Columbia, and the Overseas Education Association in a competition, "My America—Yesterday, Today, and Tomorrow," cosponsored by the Bicentennial Commission of Pennsylvania and the NEA.

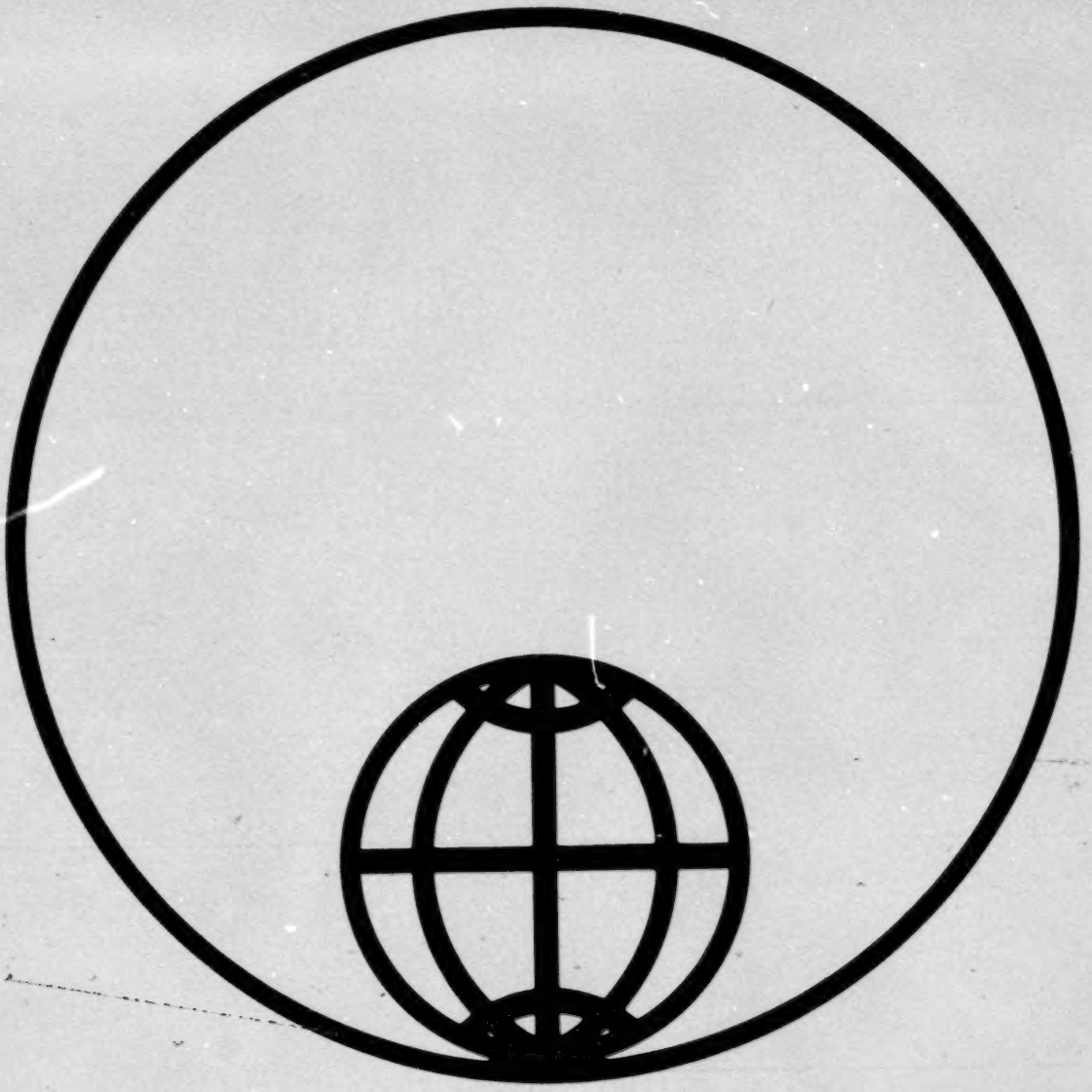
Asked to express themselves about America during the era of the Bicentennial, the students could work in four creative areas: The arts, letters, crafts, and sciences. Competition guidelines were flexible enough so the child's imagination was his or her only limitation.

The result: entries that included a hand-made oak banjo, from South Carolina; a model of a general store, from New Hampshire; a large mural poster that recounts "the last 200 years in colorful vignettes," from Pennsylvania, and many more. There were also audiovisual shows and original music and lyrics.

The 51 state winners from NEA-affiliated organizations, their parents and their teacher-sponsors will receive an all-expenses-paid trip through Pennsylvania and a specially designed silver medal.

Those trips, during the week of July 4, will culminate on Independence Day at Valley Forge, Pennsylvania, when the top winner will receive a gold medal and $5,000 for educational purposes; the second- and third-place winners will receive $2,500 and $1,500, respectively.

Judges for the "My America" competition were Carolyn Hecker, manager of Alexandria Appalachiana, Alexandria, Va.; Harriet Mogge, Music Educators National Conference, Reston, Va.; Zora Felton, Anacostia Neighborhood Museum, Washington, D.C.; Richard Reinhardt, dean of faculty, Philadelphia College of Art, and Bowen C. Dees, president of The Franklin Institute, both of Philadelphia; and Peter Bermingham, National Collection of Fine Arts, and Charlotte Brooks, president-elect of the National Council of Teachers of English, both of Washington, D.C.



The Global Teachers Meeting

The Bicentennial year is a time for remembering our heritage and learning more about ourselves as a people. But it is also a time for others to learn who we are and from whence we came, and—perhaps more importantly in today's world—for us to learn about other cultures in the same way. Education in America's third century will be a process of preparing students to be citizens of the world, a world in which this country forms but a part of the whole.

By sharing our Bicentennial celebration with teachers from other nations, the Global Teachers Meeting program, cosponsored by American Cyanamid, the U. S. Department of State, and the NEA, hopes to promote mutual understanding among teaching professionals. Teachers from nine countries will stay in the United States from June through August for an idea exchange with their American counterparts. Visiting teachers will get a glimpse of our past, observe and discuss our present educational system, and make plans to participate in our future.

Nine people were nominated by member organizations of the World Confederation of Organizations of the Teaching Profession and are either practicing classroom teachers or involved in teaching. They are active in the affairs of their organization and are all seriously committed to work within their organization on any long-range follow-up activity that might result from this visit.

A Busy Summer

The visiting educators will arrive in Miami Beach, June 27-28. They will attend the NEA Annual Meeting, will tour nine states over the summer, and will wind up their stay with the World Confederation of Organizations of the Teaching Profession Annual Meeting in Washington, D.C. in August.

While in the United States, the teachers will stay with host families, NEA members in the areas they'll be visiting. They will tour cities (Miami, Orlando, Cincinnati, New York, Boston, Philadelphia, to name just a few) with their hosts, seeing the historical sites, meeting and talking with Americans in a way few foreign visitors have the chance to do. Local hosts have planned activities for their guests, and the plans are varied and exciting: a tour of the Kennedy space center; a Fourth-of-July VIP tour of Disney World; a hayride and picnic on an Ohio farm; a children's hospital in Boston; a tour of several American Cyanamid plants for a look at American industry; a meeting with a U. S. Senator; a Harvard seminar; a Rhode Island clambake; a visit to Sunnyside, Washington Irving's home in Tarrytown, N. Y.; a look at innovative summer school programs in Miami and Massachusetts; a tour of the U. S. Naval Academy at Annapolis; tours of many college campuses including Brown, St. Josephs, Marymount, and the University of Miami; a visit to the United Nations, Lincoln Center, and the Metropolitan Art Museum; a Broadway play; and parties, receptions, and get-togethers with fellow teachers everywhere.

Familiarity Breeds . . . Understanding

It is hoped that this firsthand exposure to urban and rural America, getting to know American educators as people and seeing them in action as professionals, will promote closer relationships among teachers in different countries. On one level, the visit is aimed at improving teaching methods, educational organization, and the academic and professional training of teachers. But on a broader scale, the Global Teachers Meeting program strives to better acquaint teachers with their own roles in the promotion of human rights, international understanding, and world peace. Education plays a vital role in international goodwill and the respect for universal human dignity. If we, as individuals, lack understanding of other peoples, then we, as a nation, are not equipped to play an intelligent world role.

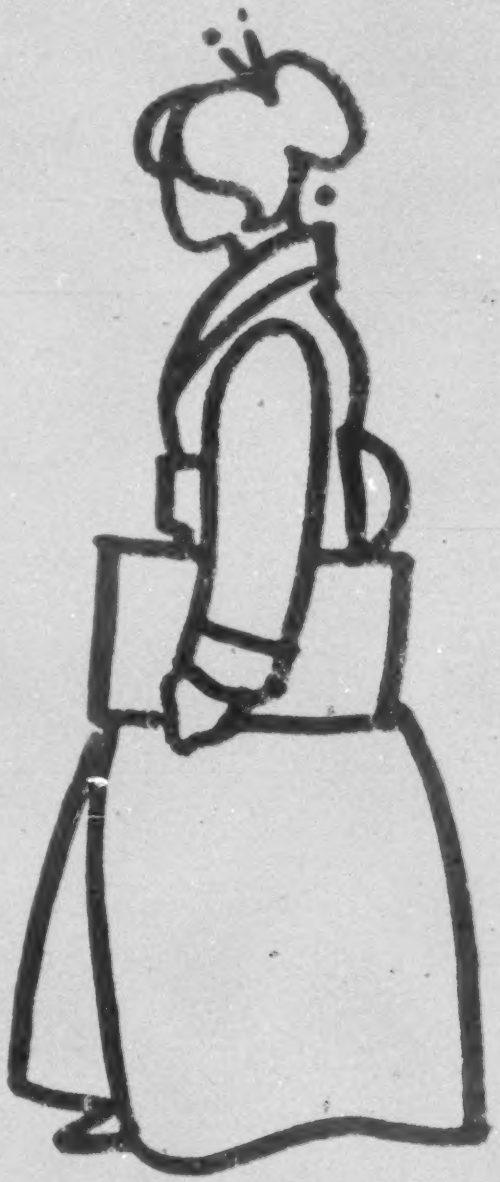
Follow-up

The NEA will supply the visiting teachers with information and materials that can help develop a continuing dialogue for promotion of understanding and goodwill. The NEA will also contact the sending organization to determine whether the visit was of benefit; if so, why; and how the interchange might be expanded and strengthened.

American Cyanamid will support the teacher organization in the sending country in the development of cooperative projects mutually agreed upon by both parties.

Ladies and Gentlemen, Meet Our Guests

- From BRAZIL, Margarida Rainoni Netta, a first grade teacher at Horacio Maisonave School in Porto Alegre, State of Rio Grande do Sul.
- From CANADA, Jeanne d'Arc Brunnelle, a science teacher at General Vanier Secondary School in Cornwall, Ontario.
- From DENMARK, Kirsten Kjersgaard Hansen, who has taught German, mathematics, and physical education in the Lyngby-Tarbæk municipal school system in Copenhagen.
- From JAPAN, Masamitsu Fukayama, a staff member with People's Education Research Institute, established by the Japan Teachers Union.
- From the NETHERLANDS, J. C. Traas, a teacher of English language and literature at a secondary school in Ede, Holland.
- From the PHILIPPINES, Norma del Rosario Pascual, a teacher and guidance counselor at Earist, Manila.
- From SOUTH AFRICA, R. L. Peteni, a lecturer in English at the University of Fort Hare.
- From SPAIN, Don Manuel Alvarez Sanchez, head of the bilingual graduate school at Kensington in Madrid.
- From VENEZUELA, Jofre Tovar Bosch, of the Colegio de Profesores de Venezuela.



A Survey of the Roles and Attitudes of Women in Education

One of the activities of the NEA Bicentennial Committee, undertaken to coincide with International Women's Year (1975), was a special survey of NEA members' opinions on the role of women in education and educational materials, local association leadership, politics, discipline, and educational neglect. The Association's International Women's Year program was designed to produce information and policies for equalizing the roles of men and women in educational policy making.

Profile of Respondents

The questionnaire, mailed to a sample of NEA members in October 1975, produced a response of 58.9 percent (659 women and 311 men). The number of returns from suburban areas (37.4 percent) was topped slightly by those from a rural area or small town (38.4 percent). The balance were from urban areas.

Nearly 1 in 4 of the respondents is 25 to 29 years old. About half fall in the 30 to 49 age bracket. Only 1.5 percent are 65 years or older. Close to 70 percent are female, and 4 in 10 of these live in a rural community or small town.

Most of the respondents are white. Blacks total 6.3 percent; Mexican-Americans, 1.2 percent; Asians, 0.5 percent; American Indians, 0.5 percent; Puerto Rican and other Spanish descent, 0.5 percent.

About half of the group are elementary classroom teachers; 6 in 10 of these are female. The second highest number responding are secondary classroom teachers (37.2 percent), and of these 6 in 10 are male. One fifth have been working in education for six to nine years, and 65 percent plan to remain in education until retirement. Of the women, somewhat more than a third have earned a master's degree; half of the men have achieved this distinction.

Leadership in Local Education Associations. Over half of the men and women have served at one time or another as building or faculty representatives. Next most commonly held offices have been committee member or chairperson and member of the Board or Executive Committee. Not unexpectedly, men substantially outdistance women in the number of times they have served as president, president-elect, and vice-president. Women have most often held the post of secretary and/or treasurer. (See graph.) Over 6 in 10 report that their current local association president is male.

When asked which groups are underrepresented in leadership positions in their local education association, 30.3 percent of the men replied that none are, followed by elementary teachers, nonteaching instructional personnel, and administrators (in that order). Women ranked elementary teachers first (32 percent), followed by none, nonteaching instructional personnel, and administrators. Surprisingly, relatively few checked women or racial or ethnic minorities as underrepresented in leadership positions, but there were some differences in the views of men and women (see graph).

Sex Discrimination and the Role of Women

On most questions there was relatively little difference between the responses of men and of women. But on questions involving sex discrimination, more women than men indicated that women receive unfair treatment.

Opportunities for Promotion. Questioned on sex discrimination in the promotion of teachers to administrative positions, 60 percent of men see no discrimination, but 64.5 percent of women feel there are problems of sex discrimination "to a great extent" or "to some extent." But when asked whether female applicants for administrative positions are considered on the same basis as male, slightly more than half of both men and women "don't know." (See graph.)

Six NEA members in 10 feel it makes no difference whether they teach under the supervision of a male or female principal, but nearly the same number state that they are not as involved as they want to be in procedures for selecting the school principal. Over 8 in 10 work for a male principal.

Textbook and Curriculum Treatment. More than half of both men and women feel that sex discrimination is not a problem in their school system's textbooks. They are less certain about whether illustrations and examples in "textbooks, other materials, and standardized tests" are "consistent with a fair representation of women" (see graph). When it comes to actual practice, 59 percent of men have made no modification in their teaching to include contributions of women in instructional materials, as compared to 31.1 percent among women. On the other hand, 48.6 percent of women have added materials to include contributions of women.

The NEA and Women's Rights. About 3 in 10 think the NEA's involvement in activities related to women's rights is about right; however, somewhat more than half say they don't know the extent of NEA's involvement. In spite of this, asked whether NEA should mount an intensive campaign "to serve the ratification of the so-called Equal Rights amendment to the Constitution of the United States," men were evenly divided pro and con, while women were 3—2 in favor of such action.

School Problems, Policies, and Procedures

Both women and men rank discipline as the number one school problem (29.8 percent) and support for reaching a wide range of student abilities as number two; however, they disagree as to the third cause of headaches. Women list class size next, while most men mention student apathy. The group scores lack of money,

attitude of society, and poor administration as the top three hindrances in solving problems.

The majority are involved about as much as they want to be in the determination of school policies and procedures—with one exception. Most are not as involved as they want to be in the procedures for selecting the school principal (56.9 percent).

Asked to rank a list of possible problems as major, minor, or not at all, 4 in 10 think large class size is a major problem, followed by insufficient time for rest or preparation and lack of public support for schools. NEA members (reflecting over 50 percent agreement in each area) feel that they have an effective local teachers association, opportunity for professional growth, adequate supervision of teaching and instructional processes, and adequate assistance from specialized teachers.

Misbehavior, Violence, and Drugs. Respondents indicate that swearing (39.4 percent), lack of responsibility for assignments (36 percent), discourtesy to teachers (25.3 percent), and petty theft (22.3 percent) are problems of widespread, frequent occurrence in their schools. Named as factors contributing directly or indirectly to misbehavior are reading difficulties (45.5 percent), irresponsible parents (45.2 percent), unsatisfactory home conditions (42.4 percent), and overcrowded classes (20.6 percent).

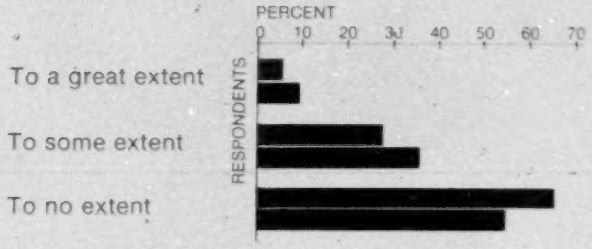
The majority of women and men favor the judicious use of corporal punishment as a disciplinary measure in elementary school (67.5 percent); in secondary school, however, 45.6 percent favor it and 37.8 percent do not. (The remaining replies are in the "don't know" category.)

Over 9 percent have confiscated a dangerous weapon from a student during the school year; 11.5 percent of the teachers report that over 10 percent of their students are real troublemakers. Students had physically attacked or maliciously damaged the property of 1 in 10 respondents during the school year; 2.8 percent believe student violence is a major problem in their schools. The most frequently mentioned solutions to the problem are immediate, drastic disciplinary measures and parental involvement. Most of those surveyed do not have personal knowledge of use of marijuana or hard drugs by pupils.

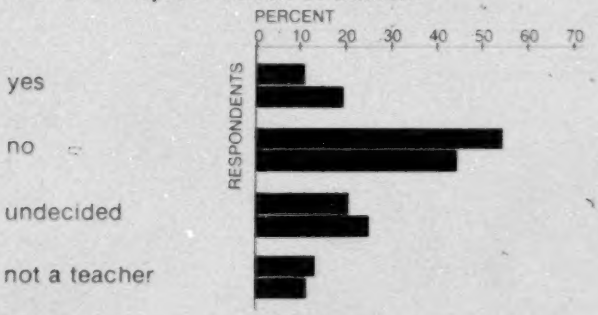
Educational Neglect and Poor Nutrition. Over 4 NEA members in 10 think that the problems of educational neglect are due to a combination of local, state, national, and global conditions; about a fourth believe they are of local origin only. A good percentage state that the following groups are not adequately provided for in the school program: children who speak principally a language other than English (24.6 percent), handicapped children (19.1 percent), preschool age

SEX DISCRIMINATION IN TEXTBOOKS

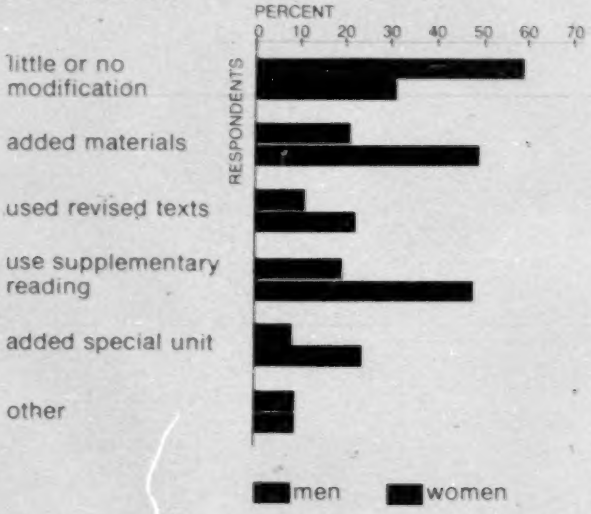
To what extent do you feel there are problems of sex discrimination in your school system in textbooks?



Do you think that textbooks, other materials, and standardized tests, which you use, contain illustrations and examples, which are NOT consistent with a fair representation of women?

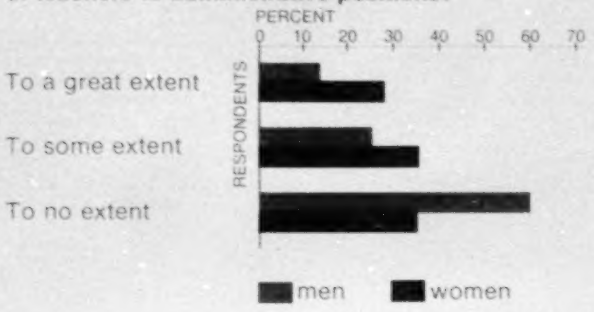


Continuing efforts are being made to include the contributions of women in instructional materials. In what areas have you modified or expanded your teaching practice to include contributions? (Check all that apply.)

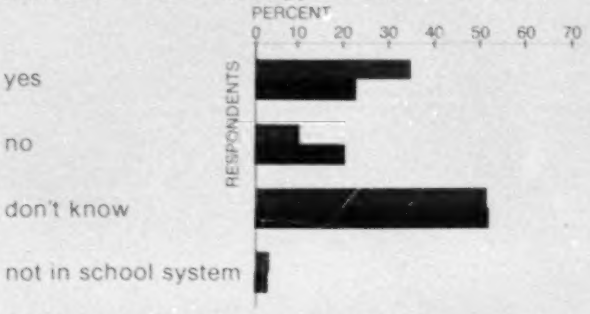


SEX DISCRIMINATION IN PROMOTION OPPORTUNITIES

To what extent do you feel there are problems of sex discrimination in your school system in promotion of teachers to administrative positions?

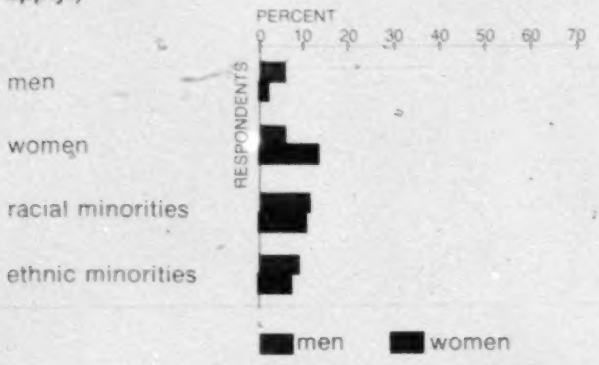


In general, are women applicants for administrative positions in your school system considered on the same basis as men applicants?

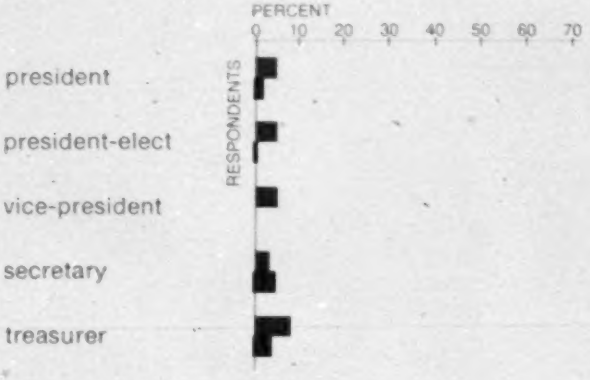


SEX DISCRIMINATION IN LEADERSHIP ROLES

In general, which of the following groups have been UNDER-represented in the leadership positions in your local education association? (Check all that apply.)



Percent of respondents who have held elected or appointed offices in local education association



children (15.2 percent), and adults (13.1 percent). Over 7 in 10 believe this is due to a lack of funds. Others attribute it to a lack of trained staff, lack of sensitivity to the problem, or other reasons.

The areas of neglect noted above are evidenced by a shortage of specially trained teachers (46.6 percent), too little money spent for schools (46.4 percent), classes that are too large (45.6 percent), special classes not provided (44.1 percent), and materials in short supply (42 percent).

Over half of the NEA members believe that lack of proper nutrition affects the achievement of students; 40 percent see evidence that their students lack the proper nutrition to function as normal children. Over 70 percent of the respondents attribute poor nutrition to a lack of parental knowledge of good nutritional practices; one-third attribute it to low income.

Readings from the Political Thermometer. All respondents overwhelmingly agree that NEA and its affiliates should openly endorse political candidates with regard to their stand on educational issues.

Those who strongly approve or tend to approve of the way Gerald Ford is handling the Presidency numbered 39 percent; those who disapprove, 44 percent. "Undecided" claims 17.1 percent.

When asked about their personal political affiliation, the women's primary choice is "no affiliation with any party" (37.5 percent), closely followed by the Democratic party (36.1 percent). The Republican party trailed with 26.1 percent. The first choice among men is the Democratic party (41.2 percent), followed by "no affiliation with any party" (37 percent) and Republicans (21.4 percent).

An Educational Film Festival

The theme of 1975's Critical Issues Conference—"Educational Neglect"—and this year's Bicentennial theme—"Education for a Global Community"—both urge enlarging the scope of the educational world.

In America educational neglect most often is the plight of what sociologists have called subcultures: minorities, non-English-speaking children, geographically isolated children, or the children of migrant workers. Meeting the educational needs of these diverse groups is not only a pressing national issue in itself, but on a greater scale can serve as a model for the time when educating the *world's* children is the issue. Members of a community must learn to share resources and develop techniques to eliminate educational neglect within their jurisdiction whether that "community" is a locality, a nation, or the world.

At the 1975 Critical Issues Conference immediately preceding the Annual Meeting in Los Angeles, the NEA Bicentennial Committee sponsored a festival of films. Of the 15 films shown, 12 pertained to educational neglect and three portrayed events in American history. The film festival introduced educators to new materials available for school programs, and, it is hoped, inspired filmmakers to produce quality instructional films of high cinematographic value.

Bicentennial Films

The three films described below are particularly relevant to the Bicentennial celebration.

City Out Of Wilderness — 28 min.
Films, Inc.
The film is a definitive history of our nation's capital and was produced by the United States Capitol Historical Society. It utilizes old prints, documents, daguerreotypes, and photographs by Matthew Brady as well as contemporary snapshots, including footage of the Mall area of Washington, D.C., taken from a helicopter. It is the first film to be officially recognized by the American Revolution Bicentennial Administration.

Statue of Liberty . . . Body of Iron, Soul of Fire — 26 min.
West Glen Films
Traces the history of the Statue of Liberty, from the sculptor's conception to its completion, and America's changing attitudes toward the landmark.

Valley Forge — 30 min.
Deschanel-Lester
Sponsored by the Pennsylvania Society's Sons of the Revolution. A beautifully presented chronicle of the encampment of George Washington's patriot army during the winter and spring of 1777-1778.

Films on Educational Neglect

The following films depict some of the situations and environments in which deprivation, isolation, and violence separate individuals and obstruct the process of education. No one has all the answers, say these films, but there is hopeful exploration.

Matthew Aliuk — Eskimo in Two Worlds — 18 min.
Learning Corporation of America. Multicultural—an Eskimo boy assimilated into the city life of Anchorage.

Fighting for Our Lives — 58½ min.
United Farm Workers. Migrant—the tragic events of the summer of 1973.

Sweatshops in the Sun — 55 min.
Bureau of Migrant Education, California. Migrant—plight of the farm worker, specfically children.

Todd—Growing Up in Appalachia—13 min.
Learning Corporation of America. Isolation—how a child copes with the problems of poverty.

Spaces Between People — 18 min.
Learning Corporation of America. Integration—excerpted from the film, *To Sir, With Love.*

Teachers Make a Difference — 20½ min.
New Jersey Education Association. Education and Economic Crisis—how creative teachers turn the classrooms into warm, humane educational experiences.

What Color Is the Wind — 27 min.
AllanGrant Productions. Special Education/Mainstreaming—true story of twin boys, one born blind.

The Tunnel—A Film About School Violence — 25 min.
The Little Red Filmhouse. Violence—portrays young people caught in the web of inner-city tragedy.

Vandalism: What and Why? — 11½ min.
FilmFair Communications. Violence—adults agree with and underscore teenagers' perceptions and their suggestions for change.

The Dehumanizing City . . . and Hymie Schultz — 15 min.
Learning Corporation of America. Isolation—from the feature film, "The Tiger Makes Out."

Neighbors — 9 min.
International Film Bureau, Inc. Violence—film parable, made without words.

Cipher in the Snow — 24 min.
Brigham Young University. Pushout/Dropout—one little boy who nobody thought was important, and the events following his sudden, inexplicable death. (The story received first place in 1964 in the NEA Teachers' Writing Contest.)

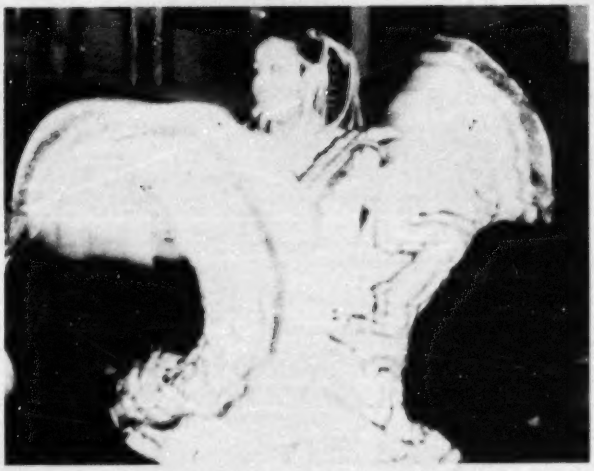
The format of the 1976 Annual Meeting will not permit a repetition of the Film Festival but these films, selected for their exceptional quality, remain available. Made with sensitivity and insight, they are indicative of the kinds of materials that can be used in the classroom to stimulate discussion of the human values that promote the creation of a peaceful global community.

An International Exhibit of Teachers' Art and Photography

Bringing the members of the World Confederation of Organizations of the Teaching Profession and members of the National Education Association into a closer and more meaningful relationship is one of the goals shared by the Teacher Art Exhibit and Teacher Photography Exhibit. The works shown on these two pages are a small sample of the photographs, paintings, drawings and sculpture submitted by teachers from the United States and many foreign countries for display at the WCOTP and NEA meetings this summer. A number of pieces have been donated to the NEA for permanent display.

The photography exhibit, on the theme "Life in My Home Town," has been augmented by a special exhibit of photographs by Carl Purcell. More than 50 photographs depict everyday life in the countries of nearly every continent and many islands. Purcell, former head of the photographic department of the NEA and present visual media officer for the Agency for International Development in the State Department, is a photojournalist whose work has appeared in many major magazines. While a member of the NEA staff, he published a picture book, *Teach Me*, a photographic essay of American education.

To Promote Global Understanding — Friendship Night



A tradition began at the NEA Annual Meeting in Portland in 1973 — Bicentennial Friendship Night. It's a night set aside during the Annual Meeting each year to introduce NEA delegates to nearby ethnic groups — their art, music, dance, cuisine, dress, and lifestyle. The pictures on these two pages are from last year's Friendship Night in Los Angeles. This year, ethnic groups from the Miami area will come to extend the many hands of global friendship. It is still a new tradition, but one NEA plans to continue.

NEA Says "Happy Birthday, America"

During the Bicentennial, many excellent proposals for programs have come to NEA for support. NEA commends the many groups and individuals that are making projects like the five described below come to life. It is projects like these that have brought the Bicentennial to all Americans.

The Mini Page Bicentennial Calendar 'n Charts

The *Mini Page Bicentennial Calendar 'n Charts* produced by Betty Debnam is a packet of 12 charts and 12 monthly calendars, each 13½" x 22½", for use by students in kindergarten through sixth grade. Important Bicentennial dates are noted on the 1976 calendar. The charts cover a variety of subjects related to colonial America: the 13 colonies, colonial schooling, Ben Franklin, the Declaration of Independence, foods and cooking, colonial clothing, colonial Christmas ideas, important people, colonial crafts, George Washington, colonial pasttimes, and Bicentennial ABC's. A Bicentennial Time-Line covering 1754-1789 and a teacher's guide are also included. The charts, printed on newsprint in a newspaper format, work well as bulletin board displays, or they can be cut apart and duplicated for classroom use. The *Mini Page* appears in many newspapers; it is this country's largest syndicated feature written especially for children.

For three consecutive years, the *Mini Page* has received distinguished achievement awards from the Educational Press Association of America for excellence in educational journalism. It also has received a Freedom Foundation honor certificate for outstanding achievement in bringing about a better understanding of the American way of life.

Los Angeles Founders' Day Parade and Cultural Fair

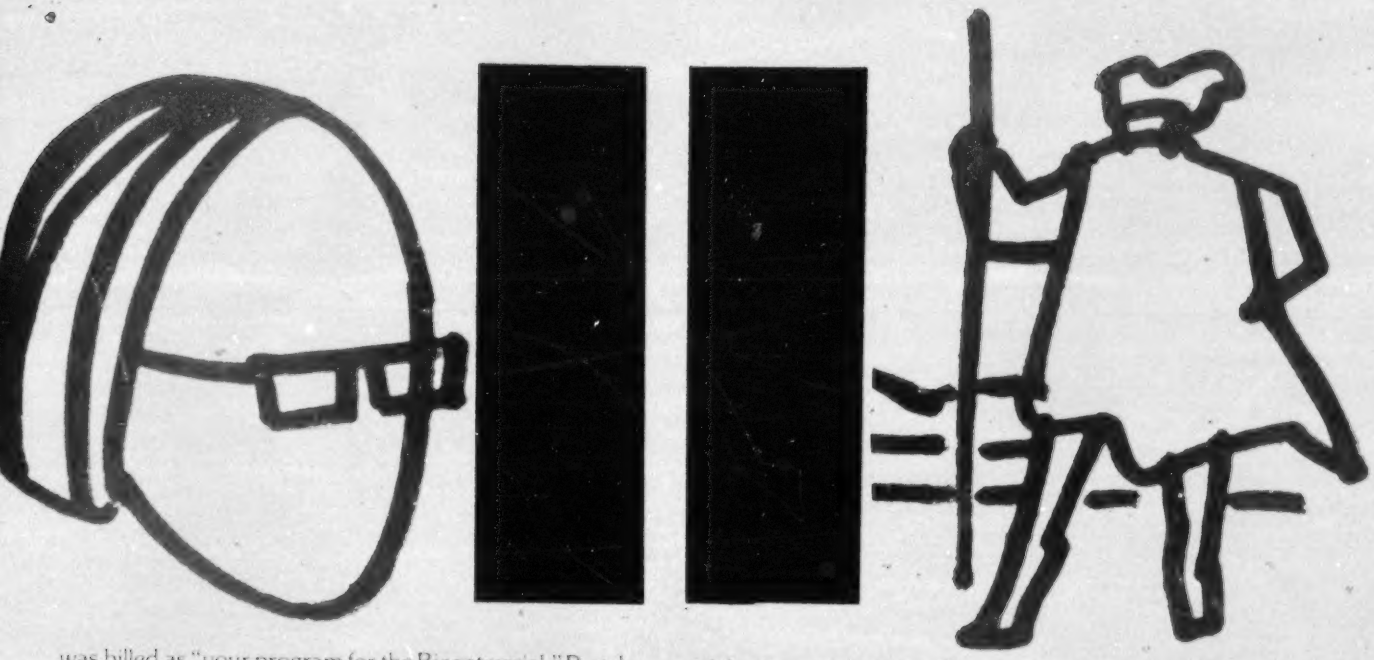
On September 4, 1976, a group of 46 Los Angeles residents will walk 9 miles from the San Gabriel Mission to downtown Los Angeles to re-enact, as authentically as possible, the founding of that city in 1781. The project is designed to commemorate the contributions of ethnic minorities to the development of the City of Los Angeles from its founding to the present.

Few people realize that Los Angeles was founded entirely by what today are called "ethnic minorities." The *pobladores*, or founders, were Blacks, Mulattoes, Mexicanos, Chicanos, Mestizos, native Americans, Indians, and Filipinos. Even though 52 percent of the Los Angeles City School District student enrollment presently consists of ethnic minorities, few of these youths are aware of their true historical or cultural heritage. Planners hope that the parade, and the cultural fair to be held in conjunction with it, will not only make minority groups aware of their own cultural heritage but will also make the white community in Los Angeles more aware and appreciative of the tremendous part ethnic minorities have played in the development of this country.

The coalition of minority groups which planned the parade and cultural fair hope that it will become an annual municipal event serving to educate and unite the entire community.

American Issues Forum

Developed by the National Endowment for the Humanities and cosponsored by the American Revolution Bicentennial Administration, the American Issues Forum was a unique Bicentennial program open to all Americans. Topics of discussion, with guideline questions, were set up for the months from November 1975 to May 1976. Each month had a different theme; each week had a different subtheme. The week of April 11, 1976, was devoted to "Education for Work and Life." The Forum



was billed as "your program for the Bicentennial." People across the country and in other nations were urged to start or join local discussion groups; watch television and radio listings for Forum programs; look for the "Courses by Newspaper," syndicated Forum columns, and other features in local newspapers; follow the education programs run by the Forum in schools, colleges, and universities; check the local libraries, State or City Bicentennial Commissions, or State Humanities Committees for news of Forum programs. Thousands of groups and organizations joined in: it was Americans discussing America in a nationwide dialogue.

La Salle: Expedition II

Retracing the route of French explorer Robert Cavelier Sieur de La Salle, will be the goal of six teachers, a playwright, a priest, and 16 Elgin, Illinois, high school students this September. Clad in seventeenth century garb, they will leave Montreal in simulated birch bark canoes on an expedition which will lead them eventually to New Orleans. Like the original La Salle expedition, the trip will span the dead of winter.

As the voyage progresses, the twentieth century voyageurs will give presentations concerning ecology and French colonial history in North America to schools and community groups in the Canadian and United States towns along the route. The crew members will function as goodwill ambassadors to Canada as they emphasize the history shared by the United States and Canada and stress the importance of cooperating on environmental policies.

The adult members of the expedition will coordinate research and study projects which range from mapping the entire route using instruments and techniques of the period to research of voyageur songs and choral arrangements. Preparation for the trip during the past year involved the entire school.

NEA encourages members along the route of "La Salle: Expedition II" to become creatively involved in this celebration of history. The reenactment provides an especially rich opportunity for schools to make learning interesting and relevant, and it illustrates how the diverse subject areas of our departmentalized schools can be interrelated.

American Adventure

In the fall of 1975, NEA cosponsored with the District of Columbia — NEA a preview showing of the "American Adventure," a multimedia presentation of the National Heritage Theater in Washington, D.C.

"American Adventure" highlights 350 years of American history. It is the story of the search for fulfillment of the promises of the Declaration of Independence and the Bill of Rights. The narrative tells how certain human characteristics have flourished in the United States: the blend of idealism and pragmatism and optimism which is a leitmotif of our history. The narrative is accompanied by 2,560 slides and is interspersed with sound effects and an original musical score during the 45-minute production. Pictures that cover the full 72-foot sweep of screen come from 32 projectors located at eight stations in the theater. A full quadrophonic sound system helps the audience experience such events as driving the golden spike for the transcontinental railroad, an aerial dogfight in World War I, and the sinking of the *Maine* as they see them on the screen. Lightning, the symbol of sudden change, is made to seem to strike inside the theater by means of three strobe units concealed in the ceiling.

A select number of seats in each of the twin theaters presenting the production are equipped with headsets to provide simultaneous translation into French, Spanish, German, and Japanese.

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The NEA Bicentennial Committee at Work

The NEA Bicentennial Committee worked for several years to plan and develop the projects reported in this publication. Here are some moments of the committee's work. (Unless otherwise noted, names are given left to right.)

Thomas G. Bush and Clarence Walker explain the NEA Bicentennial program to attendees at the conference and exhibit held by the American Revolution Bicentennial Administration in 1975 at the Washington Hilton, District of Columbia.

Betty Reardon (right) conducts a mini-workshop on peace studies for the committee: (from the top) Elizabeth Bouey Yates, Clarence Walker, Thomas G. Bush, and Thomas Santesteban.

NEA receives its Certificate of Official Recognition from the American Revolution Bicentennial Administration. Posing with the official certificate are NEA Committee Chairpersons James A. Harris and Helen D. Wise, NEA Bicentennial Coordinator Janice M. Colbert, and ARBA Administrator John W. Warner.

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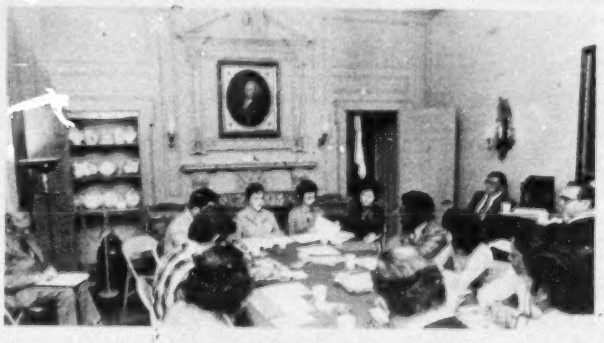
Bruce Wyckoff, William Shain, Arnold Dyrfee, Hazel White, and Janice Colbert at a meeting in Washington, D.C.

James A. Harris, Joseph F. D'Andrea, and Helen D. Wise take a look at the Liberty Bell during a January 31-February 1, 1975, meeting in Philadelphia. At that time, the Liberty Bell had not yet been moved to its new location outside Independence Hall.

Theodore Sizer, Geraldine Bagby, and Harold Shane work on the cardinal principles of education at a September 1975 meeting of the planning committee.



The committee meets at a historical site — the home of William Powel, called "the first revolutionary mayor of Philadelphia." At the table, clockwise, are: Helen D. Wise (presiding), Janice M. Colbert, Dorothea M. Davis, James A. Harris, Pauline Yamashita, Elizabeth Bouey-Yates, David Almada, Thomas Bush, Charles Juancito, Thomas Santesteban, Clarence Walker. Also shown (not at the table) from left to right, are Harold E. Wigren, Philip G. King, and John D. Sullivan.

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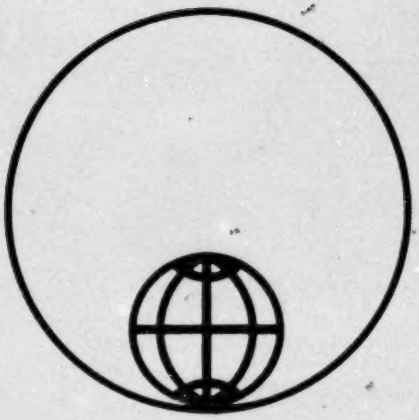

The earmark of any dynamic organization is its willingness to experiment with new ideas and new approaches to the solution of old problems. Conversely, the seven last words of a dying organization are surely these: "We've never done it that way before." Judged by these criteria, NEA is very much alive and well!

A Lasting Monument

For the Bicentennial celebration, the NEA is undertaking the creation of a monument in sculpture to symbolize the history of dignity and service by members of the united teaching profession. Notable artists nationwide will be invited to submit designs to a jury of art educators and practicing sculptors who will judge the entries and award the commission. The sculpture, upon completion, will be installed at NEA Headquarters in Washington, D.C.

Just as the NEA Headquarters building was the result of contributions from thousands of educators across the country, the sculpture will be made possible by donations from individuals in the 9,800 NEA local education associations and their affiliates in 50 states, the District of Columbia, and the U.S. territories. The names of all contributors will be sealed in the base of the sculpture as a lasting reminder of their cooperation and dedication to the ideals of learning.

The fund-raising effort began July 6, 1975 at the NEA Annual Meeting in Los Angeles, where participants added leaves of currency to "green" a Friendship Tree — symbol of organic unity and peace. Contributions have mounted since that time, but more are needed. Contributions should be addressed to NEA Sculpture, 1201 Sixteenth St., N.W., Washington, D.C. 20036. Make checks payable to "NEA." The NEA hopes that educators everywhere will help to complete the fund so that the symbol may become a reality within a decade.